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AUTHOR Gettys, Cynthia; Ray, Barbara
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IDENTIFIERS *University of Tennessee Chattanooga

ABSTRACT

Professional Development Schools (PDS) are designed not only to educate novice teachers but also to be places where university and school faculties can collaborate on research and development. This study, the initial phase of a longitudinal study, attempts to discover if an early PDS experience can develop a stronger beginning teacher than a similar program of study without the PDS experience. A survey was distributed to 73 participants, including university PDS faculty, the PDS on-site coordinators, school administrators, and university PDS students. Analysis of the data revealed that the PDS was a positive experience for all concerned. The university students received immediately relevant methods classes as well as multiple references for their portfolios from their cooperating teachers. The K-8 students have received more individual attention and help. The cooperating teacher's pupil-teacher ratio was reduced and many teachers commented on new ideas obtained from the university contact. The university professors updated and refined their skills for teaching K-8 students and validated the relevancy of their instruction. Appendix A is a description of the University of Tennessee at Chattanooga's PDS program; Appendix B contains the survey instruments. (Contains 12 references.) (ND)

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An Analysis of Initial Perception of the Professional Development School Experience

by

Cynthia M. Gettys

Barbara Ray

University of Tennessee at Chattanooga

with special thanks to

Karla Riddle & Deborah Scarbrough, UTC PDS Site-coordinators

Katie Faerber & Tiffany Askew, UTC PDS Students

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Introduction

During the 1990's the role of elementary and middle school teachers has become increasingly complex. Today's teachers are faced with greater demands for accountability for student progress, required participation in site-based management of their schools, pressures to create meaningful, relevant, and integrated curricula, and expectations for successful inclusion of an increasingly diverse student population, including students with disabilities. These reform efforts have created a need for teachers to be better prepared and for new collaboration between K-12 education and teacher training institutions.

Connections between public schools and universities should be as natural as those between schools of agriculture and farms or medical schools and hospitals. Unfortunately, the two institutions rarely collaborate because different goals, values, and governance styles often get in the way of the best intentions (Colburn, 1993). Educators frequently start collaborative ventures but the initial excitement wanes, and the collaborative efforts fade away. In the 1990's a frequent form of collaboration between universities and K-12 schools is the professional development school (PDS).

The current PDS movement is associated with the Holmes Group's *Tomorrow's Schools* (1986), the Carnegie Foundation's call for "clinical schools" (1986), and John Goodlad's (1990) school of pedagogy. These works describe similar kinds of partnerships between public schools and university colleges of education that have as their intent the simultaneous renewal of both institutions (Teitel, 1994).

What Is a Professional Development School?

Alan Colburn (1993) defines a professional development school (PDS) as analogous to

a teaching hospital. They are designed not only to educate novice teachers, but also to be places where university and school faculties can collaborate on research and development, all within an administrative structure that encourages professional development and empowerment.

In an ideal PDS, K–12 pupils are rewarded with the best possible education that can be provided, just as patients get the best possible medical care in teaching hospitals. Teachers and researchers generate new knowledge about education, then put that knowledge into practice as preservice teachers are trained at the cutting-edge of their field.

Stallings and Kowalski (1990) identify six general purposes for a PDS, and all professional development schools address some combination of them. The six purposes are:

1. educating pupils,
2. preparing new teachers,
3. developing innovative teaching practices,
4. conducting research,
5. providing inservice practice, and
6. disseminating educational innovations.

The articulation of these goals in the PDS ties schools and universities together. In the past, universities traditionally were charged with teaching (preparing new teachers), with being involved with scholarly work (generating research, making presentations, and publishing), and with service to the community, while public schools were charged with educating pupils.

The PDS intends to blur this division of labor. An excellent professional development

school helps to prepare good teachers, uses knowledge from and generates its own research, and provides a service: the education and continued renewal for all parties, from students to University faculty. The PDS, at its best, is a symbiotic relationship between school and university.

A PDS looks much like any other public school. However, parts of the school may appear a bit crowded due to the presence of extra people. Professors and university students may be observing classes, teaching classes, talking to one or more teachers, or perhaps discussing upcoming events with the principal and the coordinator. A PDS coordinator splits his or her time between the school and the university acting as a liaison between the two groups while coordinating preservice student placements and classroom experiences.

Statement of the Problem

As a teacher training institution, the University of Tennessee at Chattanooga is concerned with preparing teachers who excel in the teaching profession and are prepared for current and new challenges of the 21st century. The current study addresses the use of the PDS as a component of the preparation of teachers. Specifically, this study attempts to discover if an early PDS experience (i.e. as a second semester sophomore or first semester junior) can develop a stronger beginning teacher than a similar program of study without the PDS experience. This question, of the effect of the PDS experience on teaching performance, can best be answered through a longitudinal study which includes evaluation of the quality of teaching of student teachers and of beginning teachers who have completed the PDS semester. This paper is the beginning of the longitudinal study and asks the question: What are the perceptions of PDS students, University faculty, and the PDS on-site coordinators regarding

the impact of the PDS experience?

Limitations of the Study

This study was limited to the two PDS sites that have been developed by UTC and generalizations cannot be made to any PDS program at another university. Because this study initially investigated the perceptions of the university student, university faculty, the PDS on-site coordinators, and the local school administrators the number originally involved in the study was small and made statistical comparison questionable. Perceptions were measured rather than actual behavior differences. It should be noted that individual perceptions of issues may be biased which could have impacted the findings of the study.

Purpose of the Study

The initial purpose of this study was to chronicle the emergence of UTC's Professional Development Schools during the mid 1990's. The second goal was to measure initial perceptions of the first cohorts enrolled in the program.

Historical Overview of UTC's PDS

The mission statement of the University of Tennessee at Chattanooga's Teacher Preparation Academy has defined as one of its' goals to become a catalyst for the progressive improvement of teacher education in the state of Tennessee. To address this goal, two Professional Development Schools were established during the fall semester of the 1995-1996. (See Appendix A for the Professional Development School Guidelines)

Further impetus for the development of the PDS came from the Ecological, Futures, Global (EFG) Collaborative Conference held in Chattanooga, during the summer of 1994. This conference illustrated collaborative efforts between public schools and universities

actively involved in school reform efforts. Public school and university faculty attending this conference were increasingly motivated to develop this type of relationship.

The University of Tennessee at Chattanooga is located in Hamilton County which is currently comprised of two school districts, Chattanooga Public Schools and Hamilton County Schools. The Twenty-First Century Preparatory School, based on the EFG Model, is a Chattanooga Public School. To equally serve both systems within our immediate service area, a second PDS school, McConnell Elementary School, was developed to represent the Hamilton County Schools.

During the 1994-1995 school year a PDS Task Force was formed. It was comprised of University faculty and administrators, and faculty from each elementary school who would serve as on-site coordinators for UTC's Professional Development Schools.

Once the foundation was laid, faculty visited each section of the Introduction to Education classes during the Spring semester of 1995 to inform the Multidisciplinary Majors (K-4 and 5-8) of an opportunity to participate in a revolutionary new field experience program. Following the presentations, each Multidisciplinary Major was given a written description of the PDS and an invitation to participate (see Table 1). The respondents who met all conditions and applied for the PDS experience became the first PDS cohorts during the fall semester of 1995. Students were randomly assigned to one of the PDS sites. These students took their university courses at the PDS sites while assisting in classrooms four days a week under the guidance of university professors, an on-site coordinator, and cooperating teachers. A second group of selected multidisciplinary majors became the second cohort group during the spring semester of 1996. The third cohort was enrolled during the fall

semester of 1996 and was comprised of Multidisciplinary and Early Childhood Majors (Pre K through 3).

Table 1: Invitation to Participate in the Professional Development School Experience

Initial Invitation to Participate in the Professional Development School Experience

What: A field-based education methods program utilizing the following courses:

EDUC	306	Designing Instruction & Evaluation in the Elementary Classroom (3)
	323	Teaching Reading in the Elementary School (3)
	411	Teaching Social Studies in the Elementary & Middle School (1)
	412	Teaching Science in the Elementary & Middle School (1)
	414	Teaching Mathematics in the Elementary & Middle School (1)
	498	A PDS field-based independent study (3)
	*332	Exceptional Students in the Elementary School (3)
USTU	440	Social Studies Topics, Concepts and Perspectives (3)

When: Fall Semester, 1995

Students must be at the assigned school as follows:

a. Monday through Thursday
b. 8:00 a.m. to 4:00 p.m.
c. the "Fabulous Friday" is yours to bask in the sunshine

Who: The "Chosen Few" (25 maximum for each of two school sites) must:

a. have a minimum GPA of 2.5
b. have completed EDUC 201 Education in the United States (3)
c. have not taken any of the courses listed above under "WHAT"
d. have registered in the Dean's Office

Where: McConnell Elementary School and Twenty-First Century Preparatory School
UTC students will be randomly assigned to one of these two schools

Why:

a. Methods courses will be taught in conjunction with real students.
b. Recommendations will be received from active practitioners.
c. Employability will be improved..

How: Interested students who meet all of the above criterion should:

a. Register in the Office of the Dean, 301 Hunter Hall, by Friday, March 3, 1995.

You will be notified by telephone of your acceptance by March 10, 1995.

* New course added to the PDS Program during the second semester

Descriptions of PDS School Curriculums

Twenty-First Century Preparatory School: A Chattanooga Public School

The Twenty-First Century Preparatory School is structured around the philosophy of the futurist, Joel Barker. The EFG Curriculum, which is integrated around the concepts of ecological, future, and global issues, is used to design the classroom lessons in this school. It is the school's responsibility to equip learners with the knowledge and skills necessary to survive in the twenty-first century and beyond.

Presently, learners range from kindergarten through the tenth grade with the goal being that students will stay at the school until they reach competency. Students are multi-aged in grade level groupings of K-2, 3-5, and 6-10. The majority of teaching is done through project-based, integrated, thematic units. Some traditional testing takes place, but most of the assessments are authentic and compiled into portfolios to accompany the students as they progress from group to group.

The Professional Development School program correlates very closely with the EFG philosophy of hands-on, real-life educational experiences. By being closely involved with various learning leaders (teachers) on a day-to-day basis, the UTC students are getting "authentic" experience early in their college career. Not only is the school faculty educating five through fifteen year olds, but now also feels that it has become an integral part of the education of future teachers.

McConnell Elementary School: A Hamilton County School

McConnell Elementary School has 740 students enrolled in grades kindergarten through fifth. It has two multi-age K-1 classrooms, two traditional kindergarten and first

grade classrooms, special education classes, and five sections of each grade except for fourth grade which has six sections. One special education teacher functions entirely as an inclusion teacher; dividing her time among eleven of the classrooms.

The school is divided into three mini-schools with lead teachers who help the principal and assistant principal in planning. The school is actively involved in site-based management utilizing the philosophy of Dr. Ernest Boyer's The Basic School, (1995). McConnell Elementary School affirms that "every child has a right to a quality education, that high academic standards must be set, and that every student can and will succeed in ways that reflect his or her own unique aptitudes and interests." School goals are:

1. To establish the school as community.
   Focus on how people relate to one another.

2. To provide a curriculum with coherence.
   Consider what all students should learn.

3. To create a climate for learning.
   Deal with effective teaching and learning.

4. To foster a commitment to character.
   Consider how the school experience shapes
   the ethical and moral lives of children.

The Basic School is not so much an *institution* as it is an *idea*. It is called "basic" for several reasons. First, because it takes the push for school renewal back to the beginning, to the first years of formal learning, and back to the local school, where, without question, teaching and learning must occur. Second, it gives priority to language and proposes a curriculum with coherence. Finally, the school is "basic" because it identifies the proven components of an effective education and brings them all together in a single institution. Ultimately, the aim of McConnell Elementary as a Basic School is not just to build a better

school, but, to build a better world for children. Chilean poet Gabriela Mistral (1946) wrote: "Many things we need can wait. The child cannot. Now is the time his bones are being formed, his blood is being made, his mind is being developed. To him we cannot say tomorrow, his name is today."

McConnell Elementary School enjoys strong parental involvement and community support. The creation and implementation of the Professional Development School in partnership with the University of Tennessee at Chattanooga provides a living laboratory where college students can observe classroom dynamics and test teaching theories well before their student teaching experiences. The Professional Development School program correlates closely with the "Basic School" philosophy of hands-on, real-life educational experiences. By being closely involved with teachers in various mini-schools on a day-to-day basis, the UTC students are getting authentic experience early in their college career. The elementary students of McConnell Elementary School benefit also from the additional adult supervision and small group settings.

Methodology of the Study

A survey instrument was designed utilizing a Likert-type scale with items ranging from strongly disagree to strongly agree, with the assignment of a rank value of 1 for strongly disagree and a rank value of 5 for strongly agree. There were a total of 30 questions within four areas: (1) Curriculum and Planning for Teaching; (2) Roles; (3) University-PDS Relationships; and (4) Perceptions.

The instrument also contained questions for the University PDS students, UTC PDS Faculty, School PDS On-site Coordinators, and School Administrators which would provide

qualitative data. There were a total of four open-ended questions that dealt with specific questions of how the respondent perceived the PDS experience.

The instrument was designed so that the language within each item pertained to the group being surveyed. The instruments were hand delivered to the PDS on-site coordinators by the researchers during the last week of the Spring, 1996 semester. There was a week turnaround before the packets were returned to the researcher's offices at UTC. Students enrolled during the fall semester of 1995 were contacted individually by one of the researchers while these students were enrolled in a Language Arts Methods class.

In establishing validity, a panel of experts reviewed each of the four instruments. The instrument was corrected as advised.

The survey was distributed to the total PDS population consisting of 73 participants with a return response rate of 71. There were four groups in the initial study: (1) 64 University PDS students; (2) 5 University PDS Professors; (3) 2 PDS On-site School Coordinators; and (4) 2 School Administrators. Descriptive statistics were used to report mean scores to describe each groups perceptions of the 30 items on the instrument. The qualitative data was coded for recurring events and will be summarized in a future paper.

Analysis of Data

Evaluation of the UTC PDS model was began during the 1995-1996 school year, the initial year of the PDS. A questionnaire was designed to evaluate perceptions toward the PDS program. This instrument was created to specifically address issues surrounding the development of UTC's Professional Development Schools. It was designed to be administered to four different groups: PDS university students, PDS administrators and on-site

coordinators, and UTC faculty involved with the PDS program. (See Appendix B for copies of the Evaluation Instruments.)

Analysis for differences in perception between and/or among groups was made. The only areas that showed any large differences were the areas of University-PDS Relationships and Perceptions. The University PDS faculty perceived a clearer connection between the University and the PDS than the University PDS students did while they also perceived a strongly agreement to the value of the Professional Development School Experience. As the number of students involved in the study grows more statistically significant differences may arise.

The problem of this study was to determine perceptions of the PDS teacher education program for each group involved in the study. The study sought to determine how each group perceived various aspects of the PDS teacher education program as measured by each item on the Evaluation Instrument. A mean score on each item of the Evaluation Instrument was then computed for each group. There were four areas in the instrument: (1) items 1-14 pertained to Curriculum and Planning for Teaching; (2) items 15-20 pertained to Role; (3) items 21-25 pertained to University-PDS Relationships; and (4) items 26-30 pertained to Perceptions.

The Curriculum and Planning Teaching

This area of the questionnaire dealt with items concerning how the university student applied their professional knowledge base within the professional development school site. The scores on this portion of the questionnaire ranged from a low of 3 for neutral to a high of 5 for strongly agree with the mean scores for each of the four groups recorded on Table 2.

Table 2: Analysis in the area of Curriculum and Planning for Teaching

	University PDS Students	University PDS Faculty	School PDS On-Site Coordinators	School Administrators
Recognize an environment that is conducive to learning.	4.72	4	5	5
Relate classroom learning and activities to real-life experiences.	4.59	4.3	5	5
Understand that the school is a vital social institution made up of learners, their families, professionals, and others.	4.69	5	5	4
Plan instructional lessons that take the content, context, and the learner into consideration.	4.72	4.6	4	3.5
Plan lessons using a variety of teaching approaches materials.	4.66	4.6	4	3.5
Apply knowledge of developmentally appropriate practice to classroom planning.	4.5	4	4	3.5
Organize instruction to meet the needs of all students.	4.4	4	4	3.5
Identify and utilize appropriate classroom management strategies.	4.5	3.7	4	4
Facilitate critical thinking and problem solving within the lessons planned.	4.44	4	4	3.5
Utilize appropriate teaching strategies.	4.78	4.3	4	3.5
Promote and respect equality and diversity.	4.63	3.67	5	4
Communicate effectively with all students.	4.59	4	5	5
Promote students' self-esteem.	4.75	4.3	5	5
Are reflective practitioners.	4.66	4	5	3.5

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Roles

The second section of the questionnaire dealt with the roles of the PDS participants and how each group perceived themselves and their relationship within the professional development school site. The scores on this portion of the questionnaire ranged from a low of 2 to a high of 5 with the mean scores for each of the four groups recorded on Table 3.

Table 3: Understanding Varies Roles of PDS Participants

	University PDS Students	University PDS Faculty	School PDS On-Site Coordinators	School Administrators
PDS On-site Coordinator and school administrator as it relates to the PDS Program.	4.81	5	5	5
Adapt to the classroom procedures of the classroom assigned to work in.	4.56	4.3	5	5
Classroom teacher expects students to provide active learning experiences in the classroom.	4.15	4	4	5
Classroom teacher models effective classroom practices at the PDS site.	4.125	4	5	4
PDS On-site Coordinator implements the policies and procedures of the University and the PDS site agreement.	4.56	4.67	5	5
PDS On-site Coordinator endorses the "Teachers as Reflective Practitioners" model.	4.53	4.67	5	5

University-PDS Relationships

The third area of the questionnaire, University-PDS Relationships, explored the perceptions of the relationships between the Teacher Preparation Academy and the

Professional Development School Sites. The scores on this portion of the questionnaire ranged from a low of 1 for strongly disagree to a high of 5 for strongly agree with the mean scores for each of the four groups recorded on Table 4.

Table 4: Perceptions of University-PDS Relationships

	University PDS Students	University PDS Faculty	School PDS On-Site Coordinators	School Administrators
TPA personnel clearly define the objectives of the partnership between the university and the PDS sites.	2.687	4.67	5	3.5
TPA professors prepared me for my role in the PDS field experience.	2.59	5	5	3.5
TPA professors communicate regularly with the PDS site personnel.	2.84	4.67	4	4.5
TPA professors interact with the PDS personnel in a collegial manner.	2.968	5	5	4
TPA professors clearly communicate the goals and objectives of the PDS Program and its relationship to the TED.	2.687	4.67	5	3.5

Perceptions

In the area of Perceptions, all five questions were asked about the attitude of the respondent toward the overall perception of the PDS Program as it effected the Teacher Education Program at UTC. The scores on this portion of the questionnaire ranged from a low of 1 for strongly disagree to a high of 5 for strongly agree with the mean scores for each of the four groups recorded on Table 5.

Table 5: Perceptions

	University PDS Students	University PDS Faculty	School PDS On-Site Coordinators	School Administrators
Feel good about my role in the PDS Program.	4.28	5	5	5
Satisfied with the UTC PDS Program.	3.28	4.67	5	5
The graduates of the TEP at UTC that have been involved in the PDS Program will be prepared to assume a full-tine teaching position.	4.656	5	5	5
The PDS experience has better prepared the students for the student teaching experience.	4.718	5	5	5
The PDS experience will increase opportunities for employment.	4.625	4.3	5	5

Key Success Factors from the University Faculty Point of View

Doug Kingdon, PDS Director, feels that a key factor to the success of the UTC PDS program has been the relationship that has been established between the university and the schools systems by the on-site coordinators. These on-site coordinators are public school system employees who also maintain adjunct faculty status at the University of Tennessee. They served as consultants on the planning team during the initial planning stage and again as participants as the program was actually being carried out. They are at the site daily to meet the immediate needs of the university students.

A second key factor to the success of the PDS experience is the licensure given the university faculty to make changes within the program from semester to semester. The first major change, affecting the spring of 1996 students was the addition of EDUC 332:

Exceptional Students in the Elementary School, to the PDS curriculum. It soon became clear that this course was a natural fit in this real world setting. It also allowed University faculty to model the collaboration between regular and special education that is so often needed in public schools today. This particular change added a third university faculty member to the collaborative team at the McConnell PDS site and added additional responsibility to the courseload of one university faculty member at the twenty-first Century PDS site.

In the fall semester of 1996 the four day week was expanded to a five day week for all UTC PDS students and a third elementary faculty member was added to the EFG university team. The UTC PDS students are with the university faculty for instructional purposes Monday afternoons and Wednesday mornings, they have Wednesday afternoons to work on university coursework requirements, and the remainder of the time they are in the public school classrooms observing and assisting the teachers.

Another factor which is key to the success of the PDS experience is the enthusiasm of the university faculty involved in the program at each of the PDS sites. This type of collaborative teaching requires more classroom contact and presentation hours than the typical on campus course. True appreciation for other professors' expertise has developed through this collaborative approach.

A final factor contributing to a successful PDS is the selection of sites whose philosophy and faculty support the PDS concept. Schools change when they become professional development schools, with accompanying changes in teacher roles. Teachers must be willling and even enthusiastic in welcoming additional adults into their classrooms. Administrators must be supportive of a busy community of learners exploring new roles.

Qualitative Questionnaire

There were four additional open-ended questions asked in the qualitative research. (1) What are the valuable outcomes of your PDS experience? (2) What were the most frustrating parts of your PDS experience? (3) Would you recommend the PDS experience to other students? and (4) What would you change about the PDS experience? We are still in the process of analyzing this qualitative data. The following two essays written by university students provide some flavor for student reponses to the PDS experience.

Reflections on the Twenty-First Century Preparatory School PDS by Katie Faerber

My experience in the Professional Development School at the twenty-first Century Preparatory School during the fall semester of 1995 was life changing. Spending thirty-five hours a week in a K-9 school gave me a realistic view of my future career. The most exciting thing I learned through this experience was that teaching brings me joy and satisfaction. I truly love it. If this had been the only thing I had learned from the PDS experience, the semester would have been worthwhile.

Through my experiences, however, I learned much more. During the semester, I learned things that will change the way in which I educate children. I was exposed to innovative ideas such as multi-age grouping, open space classrooms, and educators involved in collaborative planning. In the PDS experience, I was able to interact in an academic environment with students of all ages. This taught me how to handle children of different age levels, showed me appropriate activities for various developmental stages, and made me aware of the age groups with which I most effectively work. I was excited to learn that I enjoy working with middle school children. I collected many creative activities to use with

this age level.

In my PDS experience, I was able to work collaboratively with educators at the Twenty-First Century School. This was a wonderful opportunity, and it was excellent training for my future teaching experiences. I found it helpful to practice communicating and sharing ideas with other educators. It was encouraging to meet many devoted and enthusiastic teachers who have the passion required for teaching.

I am very thankful to have been involved in the PDS program. Because of this experience, I feel more confident about my career choice. I am better prepared for student teaching, and I have clearer expectations for my own classroom. In reflecting, I truly believe that I learned more in my PDS experience about myself, about teaching, about others, and about life than I have learned over the past ten years. This program has been crucial to my professional development and has changed my approach to teaching and to life forever. I strongly agree with the PDS experience as an effective method for preparing future educators. I highly recommend the program to anyone who has an interest in education.

Reflections on McConnell Elementary PDS by Tiffany Askew

The PDS program at McConnell Elementary has so many positive attributes that it would be hard to list all of them. However, there are several aspects that have been specifically beneficial to me. The most beneficial, I feel, is the chance to experience the classroom before you student teach. Far too often, the first experience in the classroom is student teaching, the last semester of one's undergraduate career. It would be terribly defeating to realize that I would be miserable in a position such as this, four months before I graduated.

There are many other advantages as well. In this program, most students have the opportunity to teach real children, in a real classroom without the pressures of student teaching. This is practical experience with full days in the classroom. It is not observation for a few hours, like other education courses; it is a full class day involving interaction with the students, the teachers, and the technology. This program also taught me to use time wisely which, as anyone in the teaching profession will know, is a valuable asset. The program moreover provides an experiential background for all future education classes, as well as for the courses taken during the program. Since I have returned to the university to complete my coursework, I have reflected many times back to individuals, activities, and lessons I have seen in my PDS experience.

I feel that this, the PDS experience, is the best experience I could have had outside of the student teaching experience itself. This experience provided me the availability of references from people who have seen me working in a real classroom setting, other than during my student teaching experience. The partnership among the local schools, the university, the students, and the education majors, is a win-win-win situation for all involved.

Future Research

UTC agrees with the findings of Stallings and Kowalski (1990) on Professional Development Schools, which emphasized the critical need for longitudinal evaluations and experiments which explore the effectiveness of the PDS models in undergraduate/graduate teacher preparation and credentialing. We recommend that a thorough on-going evaluation be continued at UTC so that the effectiveness of our PDS model can be validated over time.

Specifically, as an effort to answer the research question, "Does the PDS experience develop better beginning teachers?" longitudinal quantitative evaluations will compare PDS and nonPDS university classwork grades, and qualitative evaluation of teaching behaviors of PDS and nonPDS students will be made during the student teaching semester and, ideally, data will be gathered during the first year of teaching. We are also interested in identifying elements that contribute to a truly collaborative working relationship between the UTC faculty and the PDS site faculty.

Planned dissemination of our initial findings is under way at the local, regional, and national levels. It is anticipated that an ongoing evaluation plan will be put in place and that the findings will be validated by an outside evaluation team.

Summary

The experience of establishing a Professional Development School has been a winning one for all concerned. The UTC students have received immediately relevant methods classes as well as multiple references for their portfolios from their cooperating teachers. The K-8 students have received more individual educational attention and help. The cooperating teacher's pupil-teacher ratio has been reduced to more acceptable levels and many teachers have commented on new ideas they have obtained from the university contact. The university professors have updated and refined their skills for teaching K-8 students and have validated the relevancy of their instruction. In May of 1996 the Teacher Preparation Academy of the College of Education and Applied Professional Studies, at the University of Tennessee received the Phi Delta Kappa International award for Innovative Programs. Through a more active involvement with the two local school systems, the University of Tennessee at

Chattanooga has moved forward toward fulfilling its mission as a metropolitan university.

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APPENDIX A

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA'S PROFESSIONAL DEVELOPMENT SCHOOLS

The Teacher Preparation Academy has stated in its mission statement a desire to be catalysts for the progressive improvement of teacher education in Tennessee. It is that desire that inspired the University of Tennessee at Chattanooga to enter into agreements with the Twenty-First Century Preparatory School and McConnell Elementary School to begin Professional Development Schools at their sites in the fall of 1995. At these schools, selected Multidisciplinary majors will have a chance to take university courses on site and assist in classrooms for four days a week under the guidance of university professors, an on-site coordinator at each PDS site, and cooperating teachers.

The Mission Statement of the Teacher Prepar[illegible]ademy

The Teacher Preparation Academy has as its overall purpose the preparation of undergraduate elementary, secondary, and special education teachers. The preparation is focused on equipping the student to enter the teaching occupation. In addition to preservice teacher education the department's mission also includes the continuing education of teachers in the field, which is to be coordinated with other UTC departments and with local school districts.

The department places its highest priority on teaching, and intends for that teaching to be of recognized quality, innovative, coordinated, and carefully related to field experiences. Department faculty regularly engage in research activities which are intended to be applied toward solving problems related to higher education and K-12 curricula and instruction. Faculty members regularly provide service to teachers in schools and professional associations. The research and service activities of the faculty are intended to compliment the teaching of the faculty and improve the quality of education for students in schools within the University service area.

The department recognizes that the education of teachers requires contributions from many different departments and divisions within the University and from professional educators within the local schools. It is because of that recognition that the department promotes collaboration in research and service activities and in the planning of the teacher education curriculum. Accordingly, the department will stress close professional cooperation among faculty associated with K-12, Pre K - 3, multidisciplinary, secondary, and exceptional learning programs. Furthermore, department faculty intend to be recognized as models and resources for good instruction and the catalysts for the progressive improvement of teacher education in Tennessee.

Responsibilities of the University of Tennessee at Chattanooga

It will be the responsibility of the University of Tennessee at Chattanooga to select students to participate in the Professional Development School program, to design instruction,

to contact the University bookstore to order the books required for the courses offered at the schools, and to assist in the supervision of students as needed.

Responsibilities of UTC Faculty Members at the PDS Site

- ☐ planning and delivering the content of University courses
- ☐ developing course work based on thematic teaching which encourages integration of the curriculum
- ☐ maintaining a high level of communication with the on-site coordinator, the teachers at the school site, and the students in the program
- ☐ maintaining cooperative and collegial relationships with the on-site coordinator and the faculty at the school site
- ☐ assessing the effectiveness of the curriculum and instruction delivered on the school site
- ☐ selecting and ordering textbooks

Qualifications of the On-Site Coordinator at the PDS Site

The on-site coordinators of the professional development schools at The Twenty-First Century Preparatory School and McConnell Elementary School will have the following qualifications:

- ☐ a minimum of a master's degree
- ☐ Tennessee teacher's licensure
- ☐ a minimum of three years teaching experience

The on-site coordinators will be full-time employees of the school system for which they are employed and will also be adjunct instructors for the University of Tennessee at Chattanooga. The teacher (on-site coordinator) will be paid by the school system. The University of Tennessee at Chattanooga (UTC) will pay the school system a salary for a replacement teacher for the on-site coordinator and will also pay the on-site coordinator for three semester hours of teaching for coordinating and supervising the field experiences of the UTC PDS students assigned to the school and participating in their instruction.

Responsibilities of PDS On-Site Coordinators

- ☐ scheduling the placements and time schedules of the UTC PDS field placement students assigned to the school
- ☐ monitoring the attendance of the UTC PDS field placement students
- ☐ supervising the daily performance of the UTC PDS field placement students
- ☐ conducting reflective practitioner seminars with UTC PDS field placement students
- ☐ meeting weekly or as scheduled at the school with the professors who teach on the PDS site to plan and schedule experiences for the UTC PDS field placement students
- ☐ attending unit meetings of the Teacher Preparation Academy on the UTC campus

Joint Responsibilities of the On-Site Coordinator and UTC Professors at the PDS Site

- ☐ communicating the competencies from the Tennessee State Department of Education which the UTC PDS students are expected to master to the cooperating teachers. Competencies are at three levels: processing, application, and exit
- ☐ evaluating and grading UTC PDS students on their levels of success in their field experiences
- ☐ establishing a cooperative link with the faculty of the school and the faculty of UTC who are involved in teaching at the PDS site
- ☐ planning instructional experiences for UTC PDS students along with the other faculty members from UTC and the teachers at the PDS site
- ☐ assessing the progress of the UTC PDS students
- ☐ monitoring the progress of UTC PDS students for admittance into the Teacher Education Program (TEP)

Responsibilities of the PDS Site Classroom Teacher

- ☐ mentoring, guiding, and assigning tasks to UTC PDS students

- evaluating UTC PDS students field experiences as required for EDUC 323
- maintaining close communications and collegial relationships with the on-site coordinator and the UTC PDS faculty
- serving on committees to interview UTC PDS students for admittance into the Teacher Education Program (TEP)

Responsibilities of the UTC PDS Student

- daily involvement in the classrooms and/or attending University classes at the school site from 8:00 a.m. -- 4:00 p.m. on Monday through Thursday, or at times specified by the PDS school (will become Monday through Friday in the fall of 1996)
- completing the following steps necessary to be admitted to TEP by the time the student registers for the Professional Development School experience:

  formal T. E. P. application signed by the appropriate Teacher Preparation Academy advisor and submitted to the TEP Office

  official medical certification record signed by a licensed physician, including proof of T.B. test and results, submitted to the TEP office by registration day for the semester courses are to be taken

  official Chattanooga Speech and Hearing Center Testing Report completed and submitted to the TEP office by registration day for the semester courses are to be taken

  an earned 2.5 cumulative grade point average, 2.5 on all courses taken at UTC, and a 2.5 in Education courses, with no grade lower than a C

  completed Pre-Professional Skills Test (PPST) and earned at least the minimum score on each section as mandated by the Tennessee State Board of Education for the particular year in which the battery was taken (or submitted evidence of earning a 21 composite score on the ACT, a 22 composite score on the Enhanced ACT, or a 920 or better score on the SAT
- working cooperatively with the classroom teacher at the PDS site, the on-site coordinator, the professors from UTC and the PDS site administration team
- attending PTA, M Team, or other school meetings as requested

- completing the following steps of the TEP process before the end of the semester during which the Professional Development School field experience occurs:

  submit a preliminary portfolio to the Office of Field Services prior to the end of the semester during which the TEP interview is to take place. (The portfolio will consist of a resume with biographical data and an employment history including volunteer activities that involved working with children as well as a hand-written statement by the student of not more than 350 words entitled "Why I Want To Be a Professional Educator and Why I Believe I Will Be an Effective Teacher."

  submit a copy of the student evaluation forms from the field component of the course EDUC 323

  complete an interview and receive a positive recommendation from the TEP interviewing committee, comprised of the student's major adviser and a K-12 practitioner from the student's major area

  receive the recommendation of the TEP Interviewing Committee

- maintaining a high degree of professionalism as reflected in following the dress code for teachers at the school site, maintaining positive personal relationships with the staff and students, and expressing a positive attitude toward assignments

- joining and maintaining membership in Student Tennessee Education Association (STEA) as a demonstration of professional commitment

- joining and participating in the Mildred Chapman Reading Association, the local organization of the International Reading Association

UTC Faculty Participating in the PDS

UTC faculty participants with the PDS for the 1995-1996 school year were under the direction of Dr. Thomas E. Bibler, Acting Teacher Preparation Academy Unit Head. Dr. Douglas E. Kingdon, Dr. Caryl A. Taylor, and Ms. Karla Riddle are at the Twenty-First Century School Site. Dr. Cynthia M. Gettys, Dr. Barbara M. Ray, Dr. Barbara A. Wofford, and Ms. Deborah Scarbrough are located at the McConnell Elementary School Site. Dr. Jeanette Stephanski was added to the PDS faculty in the fall of 1996.

Projected Timeline for Planning, Implementing, and Refining the PDS Concept

Summer, 1994

PDS Interest at the University level established
PDS interest at the local school level verified

Fall, 1994

PDS Advisory Task Force (Group) formed to begin long range planning
UC Foundation Proposal written for funding for 1995–1996

Spring, 1995

PDS Team outlined PDS concepts
Schools and University agreed on PDS partnership
University of Tennessee decided on PDS sites differentiating between student teaching sites
PDS Advisory Group developed criteria for coursework

Summer, 1995

PDS Advisory Task Force refined course objectives, outcomes

Fall, 1995

Multidisciplinary courses implemented at PDS sites with the first cohort group
UC Foundation Proposal written for funding for the PDS for 1996–1997

Spring, 1996

Multidisciplinary courses implemented at PDS sites with the second cohort group
EDUC 332: Exceptional Students in the Elementary School added to the course requirements
Third faculty member added to the PDS University Faculty at county site

Fall, 1996

Multidisciplinary Courses Implemented at PDS sites with the third cohort group
Third faculty member added to the PDS University Faculty at the city site
Funding sought for the PDS for the 1997–1998 school year

SAMPLE

PDS PARTNERSHIP AGREEMENT

This agreement is entered into by the Hamilton County Board of Education, hereinafter referred to as "Board" and The University of Tennessee at Chattanooga College of Education and Applied Professional Studies, hereinafter referred to as "CEAPS." This agreement establishes a professional development school (PDS) in the school system. The agreement shall remain in effect for the academic terms 1995–96 and 1996–97. Thereafter it will be renewed on an annual basis. The agreement may be rescinded by either party; however, written notice must be provided at least 90 days prior to the effective date of cancellation.

The College of Education and Applied Professional Studies desires to place teacher education students in the classroom of said Board for the purpose of their participating in field–based teacher education experiences.

The Board agrees to cooperate with CEAPS in facilitating field–based experiences for teacher education students and approves the utilization of its schools for such purpose. The following terms apply:

1. Placement of teacher education in the PDS of said Board shall be under the direction and control of the Superintendent in cooperation with CEAPS and shall be made at sites and with principals and teachers who are mutually agreeable to the Board and UTC.

2. The PDS program will be jointly planned and implemented by K–12 faculty through the coordinator and CEAPS faculty.

3. PDS students will work regular school hours Monday through Thursday, and CEAPS faculty will provide college instruction in the school.

4. UTC will provide the salary to replace one teacher to serve as the PDS coordinator. This salary (fringe benefits) will be based on the beginning teacher salary schedule and is not to exceed $30,000. UTC will provide a $5,000 reimbursement to each school to cover the expenses associated with supplying the UTC students with materials needed for their work in the PDS classrooms. The total contract will not exceed $35,000.

5. Each student must provide documented evidence to the Office of Field Services of full, professional liability insurance for $1,000,000 per occurrence not to include any civil rights issues or claims; $250,000 per member per occurrence for civil rights issues or claims and not to include any other claims; $3,000,000 per occurrence aggregate for all claims.

Entered into and effective this ____ day of _____, 19___.

_____

Dean, College of Education and Applied Professional Studies — Date
The University of Tennessee at Chattanooga

_____

Vice President, Business & Finance — Date
The University of Tennessee

_____

Superintendent — Date
Hamilton County Schools

_____

Chairman, Hamilton County — Date
Board of Education

APPENDIX B

UTC PDS UNIVERSITY STUDENT
(PRESERVICE TEACHER) EVALUATION SURVEY
The University of Tennessee at Chattanooga
College of Education and Applied Professional Studies
Teacher Preparation Academy

Instructions: Please read the following items and select the letter that best represents your views about the Professional Development School Program. Fill your answer in on the accompanying scantron form.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

CURRICULUM AND PLANNING FOR TEACHING

1. I can recognize an environment that is conducive to learning.
2. I can relate classroom learning and activities to real-life experiences.
3. I understand that the school is a vital social institution made up of learners, their families, professionals, and others.
4. I plan instructional lessons that take the content, the context, and the learner into consideration.
5. I can plan lessons using a variety of teaching approaches and materials.
6. I apply knowledge of developmentally appropriate practice to classroom planning.
7. I can organize instruction to meet the needs of all students.
8. I can identify and utilize appropriate classroom management strategies.
9. I facilitate critical thinking and problem solving within the lessons I plan (write).
10. I plan to utilize appropriate teaching strategies.
11. I promote and respect equality and diversity.
12. I communicate effectively with all students.
13. I promote students' self-esteem.
14. I am a reflective practitioner.

ROLES

15. I understand the role of the PDS On-Site Coordinator and school administrator as it relates to the Professional Development School Program.
16. I adapt to the classroom procedures of the classroom I am assigned to work in.
17. The classroom teacher expects me to provide active learning experiences in the classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

18. The classroom teacher models effective classroom practices at the Professional Development School site.

19. The On-Site Coordinator implements the policies and procedures of the University and the Professional Development School site agreement.

20. The On-Site Coordinator endorses the "Teachers as Reflective Practitioners" model.

UNIVERSITY-PDS RELATIONSHIPS

21. The Teacher Preparation Academy personnel clearly define the objectives of the partnership between the university and the PDS sites.

22. The Teacher Preparation Academy professors prepared me for my role in the PDS field experience.

23. The Teacher Preparation Academy professors communicate regularly with the PDS site personnel.

24. The Teacher Preparation Academy professors interact with the PDS personnel in a collegial manner.

25. The Teacher Preparation Academy professors clearly communicate the goals and objectives of the PDS Program and its relationship to the Teacher Education Program (TEP).

PERCEPTIONS

26. I feel good about my role in the PDS program.

27. I am satisfied with the UTC PDS program.

28. I feel that graduates of the Teacher Education Program at UTC that have been involved in the PDS Program will be prepared to assume a full-time teaching position.

29. I feel that the PDS experience has better prepared me for student teaching.

30. I feel that the PDS experience will increase my opportunities for employment.

BEST COPY AVAILABLE

UTC PDS On-Site University Professors
EVALUATION SURVEY
The University of Tennessee at Chattanooga
College of Education and Applied Professional Studies
Teacher Preparation Academy

Instructions: Please read the following items and select the letter that best represents your views about the Professional Development School Program. Fill your answer in on the accompanying scantron form.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

CURRICULUM AND PLANNING FOR TEACHING

1. The PDS university students recognize the environment that is conducive to learning.
2. The PDS university students relate classroom learning and activities to real-life experiences.
3. The PDS university students understand that the school is a vital social institution made up of learners, their families, professionals, and others.
4. The PDS university students plan instructional lessons that take the content, the context, and the learner into consideration.
5. The PDS university students plan lessons using a variety of teaching approaches and materials.
6. The PDS university students apply knowledge of developmentally appropriate practice to classroom planning.
7. The PDS university students organize instruction to meet the needs of all students.
8. The PDS university students identify and utilize appropriate classroom management strategies.
9. The PDS university students facilitate critical thinking and problem solving within lessons they write.
10. The PDS university students plan to utilize appropriate teaching strategies.
11. The PDS university students promote and respect equality and diversity.
12. The PDS university students communicate effectively with all students.
13. The PDS university students promote students' self-esteem.
14. The PDS university students are reflective practitioners.

ROLES

15. The PDS university students understand the role of the PDS On-Site Coordinator and school administrator as it relates to the Professional Development School Program.
16. The PDS university students adapt to the classroom procedures of the classrooms they are assigned to.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

17. The classroom teachers expect the PDS university students to provide active learning experiences in their classrooms.

18. The classroom teachers model effective classroom practices at the Professional Development School site.

19. The On-Site Coordinator implements the policies and procedures of the University and the Professional Development School site agreement.

20. The On-Site Coordinator endorses the "Teachers as Reflective Practitioners" model.

UNIVERSITY-PDS RELATIONSHIPS

21. The Teacher Preparation Academy personnel clearly define the objectives of the partnership between the university and the Professional Development School sites.

22. The Teacher Preparation Academy professors are actively involved in the preparation of the university students for their Professional Development School field experience.

23. The Teacher Preparation Academy professors communicate regularly with the Professional Development School On-Site Coordinator and school personnel.

24. The Teacher Preparation Academy professors interact with the Professional Development School personnel in a collegial manner.

25. The Teacher Preparation Academy professors clearly communicate the goals and objectives of the Professional Development School Program and its relationship to the UTC Teacher Education Program (TEP).

PERCEPTIONS

26. I feel good about my role in the PDS program.

27. I am satisfied with the UTC PDS program.

28. I feel that graduates of the Teacher Education Program at UTC that have been involved in the PDS Program will be prepared to assume a full-time teaching position.

29. I feel that the PDS experience has better prepared the university students for student teaching.

30. I feel that the PDS experience will increase the opportunities for employment for these university students.

UTC PDS On-Site Coordinators
EVALUATION SURVEY
The University of Tennessee at Chattanooga
College of Education and Applied Professional Studies
Teacher Preparation Academy

Instructions: Please read the following items and select the letter that best represents your views about the Professional Development School Program. Fill your answer in on the accompanying scantron form.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

CURRICULUM AND PLANNING FOR TEACHING

1. The PDS university students recognize the environment that is conducive to learning.
2. The PDS university students relate classroom learning and activities to real-life experiences.
3. The PDS university students understand that the school is a vital social institution made up of learners, their families, professionals, and others.
4. The PDS university students plan instructional lessons that take the content, the context, and the learner into consideration.
5. The PDS university students plan lessons using a variety of teaching approaches and materials.
6. The PDS university students apply knowledge of developmentally appropriate practice to classroom planning.
7. The PDS university students organize instruction to meet the needs of all students.
8. The PDS university students identify and utilize appropriate classroom management strategies.
9. The PDS university students facilitate critical thinking and problem solving within lessons they write.
10. The PDS university students plan to utilize appropriate teaching strategies.
11. The PDS university students promote and respect equality and diversity.
12. The PDS university students communicate effectively with all students.
13. The PDS university students promote students' self-esteem.
14. The PDS university students are reflective practitioners.

ROLES

15. The PDS university students understand the role of the PDS On-Site Coordinator and school administrator as it relates to the Professional Development School Program.
16. The PDS university students adapt to the classroom procedures of the classrooms they are assigned to.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

17. The classroom teachers expect the PDS university students to provide active learning experiences in their classrooms.

18. The classroom teachers model effective classroom practices at the Professional Development School site.

19. The On-Site Coordinator implements the policies and procedures of the University and the Professional Development School site agreement.

20. The On-Site Coordinator endorses the "Teachers as Reflective Practitioners" model.

UNIVERSITY-PDS RELATIONSHIPS

21. The Teacher Preparation Academy personnel clearly define the objectives of the partnership between the university and the Professional Development School sites.

22. The Teacher Preparation Academy professors are actively involved in the preparation of the university students for their Professional Development School field experience.

23. The Teacher Preparation Academy professors communicate regularly with the Professional Development School On-Site Coordinator and school personnel.

24. The Teacher Preparation Academy professors interact with the Professional Development School personnel in a collegial manner.

25. The Teacher Preparation Academy professors clearly communicate the goals and objectives of the Professional Development School Program and its relationship to the UTC Teacher Education Program (TEP).

PERCEPTIONS

26. I feel good about my role in the PDS program.

27. I am satisfied with the UTC PDS program.

28. I feel that graduates of the Teacher Education Program at UTC that have been involved in the PDS Program will be prepared to assume a full-time teaching position.

29. I feel that the PDS experience has better prepared the university students for student teaching.

30. I feel that the PDS experience will increase the opportunities for employment for these university students.

UTC PDS On-Site Administrators
EVALUATION SURVEY
The University of Tennessee at Chattanooga
College of Education and Applied Professional Studies
Teacher Preparation Academy

Instructions: Please read the following items and select the letter that best represents your views about the Professional Development School Program. Fill your answer in on the accompanying scantron form.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

CURRICULUM AND PLANNING FOR TEACHING

1. The PDS university students recognize the environment that is conducive to learning.
2. The PDS university students relate classroom learning and activities to real-life experiences.
3. The PDS university students understand that the school is a vital social institution made up of learners, their families, professionals, and others.
4. The PDS university students plan instructional lessons that take the content, the context, and the learner into consideration.
5. The PDS university students plan lessons using a variety of teaching approaches and materials.
6. The PDS university students apply knowledge of developmentally appropriate practice to classroom planning.
7. The PDS university students organize instruction to meet the needs of all students.
8. The PDS university students identify and utilize appropriate classroom management strategies.
9. The PDS university students facilitate critical thinking and problem solving within lessons they write.
10. The PDS university students plan to utilize appropriate teaching strategies.
11. The PDS university students promote and respect equality and diversity.
12. The PDS university students communicate effectively with all students.
13. The PDS university students promote students' self-esteem.
14. The PDS university students are reflective practitioners.

ROLES

15. The PDS university students understand the role of the PDS On-Site Coordinator and school administrator as it relates to the Professional Development School Program.
16. The PDS university students adapt to the classroom procedures of the classrooms they are assigned to.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

17. The classroom teachers expect the PDS university students to provide active learning experiences in their classrooms.

18. The classroom teachers model effective classroom practices at the Professional Development School site.

19. The On-Site Coordinator implements the policies and procedures of the University and the Professional Development School site agreement.

20. The On-Site Coordinator endorses the "Teachers as Reflective Practitioners" model.

UNIVERSITY-PDS RELATIONSHIPS

21. The Teacher Preparation Academy personnel clearly define the objectives of the partnership between the university and the Professional Development School sites.

22. The Teacher Preparation Academy professors are actively involved in the preparation of the university students for their Professional Development School field experience.

23. The Teacher Preparation Academy professors communicate regularly with the Professional Development School On-Site Coordinator and school personnel.

24. The Teacher Preparation Academy professors interact with the Professional Development School personnel in a collegial manner.

25. The Teacher Preparation Academy professors clearly communicate the goals and objectives of the Professional Development School Program and its relationship to the UTC Teacher Education Program (TEP).

PERCEPTIONS

26. I feel good about my role in the PDS program.

27. I am satisfied with the UTC PDS program.

28. I feel that graduates of the Teacher Education Program at UTC that have been involved in the PDS Program will be prepared to assume a full-time teaching position.

29. I feel that the PDS experience has better prepared the university students for student teaching.

30. I feel that the PDS experience will increase the opportunities for employment for these university students.